

**Winter, 2004
Volume 3, Issue 2**

1	Update on Broad Title I, Part A Issues
1	Data Based Decision Making - DBDM
2	Identifying and Implementing Educational Strategies
2	Closing the Gap
2	Performance Reports
3	SBR Strategies for At Risk Students
3	Reading Research
4	Special Education Program Assessment
4	New Resources Provide Superintendents Key Information
5	Title I Services to Privates
6	Testing Students who are LEP
6	Federal Monitoring
6	Schoolwide School
7	Updates at HelpforSchools.com
7	Title I Students Coded
8	The Nation's Report Card
9	Supplemental Services

Title I Winter Update

Update on Broad Title I, Part A Issues

▪Standards

- Reading and Language Arts – revised standards are due to be approved by the State Board of Education. Districts will implement these revised standards during the 04-05 school year and students will be tested according to the revised standards in spring 2005.
- Math – revision of the standards is underway. Districts will have next school year to align their course guidelines. The revised standards will be implemented during the 2005-06 school year and students tested on them spring 2006.
- Science – revision of the current standards will begin this summer. Standards will be implemented during the 2005-06 school year and tested spring 2007.

▪**Assessments** – Preparations are being made for administration of the Dakota STEP March 22 through April 16, 2004. The SELP Test window is February 2 – 20, 2004. SELP workshops will be held as follows (see related article on page 6):

- Rapid City Ramkota Inn, January 20, 2004 9:00 am
- Huron Best Western, January 21, 2004 9:00 am
- Sioux Falls Ramkota Inn, January 22, 2004 9:00 am

▪**Accountability** – Some minor changes are being made in the accountability workbook which will be submitted to USDOE for approval.

▪**Teacher Quality** – DOE received a visit from the Teacher Assistance Corps, a nation-wide panel of experts on issues related to teacher quality. Outcomes of this visit will be released later this winter. ☺



Data Based Decision Making - DBDM

What is DBDM? It is a data-based decision making web-based tool schools can use to help guide them through the steps in planning/revising a schoolwide or school improvement plan. By logging on as a South Dakota school, you will have access to South Dakota specific information such as content standards, plan components, criteria checklist, etc. South Dakota is the first state to customize this site for its own consumers.

This site also allows you to keep track of and record your progress through this process and communicate with your School Support Team member. We strongly encourage all schoolwide schools or schools in school improvement to use this site. The cyclical nature of the web-tool allows the school to enter at the specific stage of the process they are currently in. DBDM can be found at <http://www.ael.org/dbdm/> and is available to all schools and districts as a form of technical assistance. ☺

Identifying and Implementing Educational Practices Supported By Rigorous Evidence

By : Tammy Bauck



The field of K-12 education contains a vast array of educational interventions - such as reading and math curricula, schoolwide reform programs, after-school programs, and new educational technologies - that claim to be able to improve educational outcomes and, in many cases, to be supported by evidence. This evidence often consists of poorly-designed and/or advocacy-driven studies. State and local education officials and educators must sort through a myriad of such claims to decide which interventions merit consideration for their schools and classrooms. Many of these practitioners have seen interventions, introduced with great fanfare as being able to produce dramatic gains, come and go over the years, yielding little in the way of positive and lasting change - a perception

confirmed by the flat achievement results over the past 30 years in the National Assessment of Educational Progress long-term trend.

The federal No Child Left Behind Act of 2001, and many federal K-12 grant programs, call on educational practitioners to use "scientifically-based research" to guide their decisions about which interventions to implement. This approach can produce major advances in the effectiveness of American education. Yet many practitioners have not been given the tools to distinguish interventions supported by scientifically-rigorous evidence from those which are not. U.S. Department of Education, Institute of Education Sciences, and the National Center for Education Evaluation and Regional Assistance has

collaborated to produce Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide. This guide is intended to serve as a user-friendly resource that the education practitioner can use to identify and implement evidence-based interventions, so as to improve educational and life outcomes for the children they serve.

The guide can be found at:
<http://www.ed.gov/rschstat/research/pubs/rigorevid/index.html>.

Additional information on SBR in South Dakota can be found at:
<http://www.state.sd.us/deca/ncle/B/> ☺

CLOSING THE GAP

The next "Education News Parents Can Use" broadcast (January 20, 8:00-9:00 ET), marking the second anniversary of the No Child Left Behind Act, will discuss the magnitude of the country's student achievement gap and, more importantly, strategies for closing that gap. Specifically, the show will highlight steps the Education Department is taking at the national level, as well as unique approaches in two large school districts and two smaller school districts -- one urban, one rural. In addition, the show will profile the No Child Left Behind Blue Ribbon Schools Program, which, by definition, increasingly honors schools that demonstrate a dramatic narrowing of the achievement gap. Winners may serve as catalysts for similar improvement in schools regionally or statewide. FOR MORE INFORMATION, PLEASE GO TO <http://registerevent.ed.gov/download/event-flyer.asp?intEventID=172>. (Note: As before, you can watch live and archived webcasts of each show by going to <http://www.connectlive.com/events/ednews/>.) ☺

Performance Reports

Many schools have called asking about the Performance Reports (formerly known as the blue books Gary Skoglund used to send out). These have not been sent out this year. They are no longer required but are a good tool to use to keep track of your students. If you have some other tool for tracking your Title I students, by all means go ahead and use that. If you would like a copy of the Performance Report forms for your personal use, please contact Beth Schiltz at beth.schiltz@state.sd.us for an electronic copy or call 773-4716 and we can send you a paper copy. ☺

Scientifically Research-based Strategies For At-Risk Students

By: Jim Hauck



Through Mid-continent Research for Education and Learning's (McREL) contract with the U.S. Department of Education's Institute of Education Sciences to serve as the regional educational laboratory for the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming, McREL, as a regional laboratory, provides field-based research, technical assistance, professional development, evaluation and policy studies, and information services to state and local education agencies in these states.

The latest issue of McREL's journal entitled *Noteworthy Perspectives*, written for practitioners and policymakers, is based on McREL's 2002 research synthesis, *Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices* (Barley et al., 2002). This publication represents part of McREL's continuing efforts to build on its expertise and research activities, turn research into practical guidance, and work with schools, districts, and states to improve their practices and capitalize on the

potential that standards-based education holds for students. This issue of the journal, along with the research synthesis upon which it is based, is an effort to compile clear, high quality evidence that can be used to inform classroom practice. The results reported in this journal are what research shows about reaching high risk students, something that all teachers need to know. The seven chapters in this document highlight whole class instruction, cognitively oriented instruction, small groups, tutoring, peer tutoring, and computer-assisted instruction.

A free copy of this publication can be downloaded at the following website: <http://www.mcrel.org/topics/noteworthy.asp>. There is also a free discussion guide to accompany the journal. These materials would provide excellent tools for a staff professional-development activity on how teachers might reach all students in their classrooms. ☺

Reading Research

Recognizing that reading begins at home, the Partnership for Reading (which brings together the Department, National Institute for Literacy, and the National Institute of Child Health and Human Development) is offering two booklets that use findings from scientifically based research to suggest how parents and caregivers can help their young children become strong readers. The first "A Child Becomes a Reader" booklet (http://www.nifl.gov/partnershipforreading/publications/html/parent_guides/birth_to_pre.html)

covers birth to preschool, detailing, for example, what children should be able to do by age 3 and 5 and what to look for in a day care center or preschool. The second booklet (http://www.nifl.gov/partnershipforreading/publications/html/parent_guides/k-3.html) covers kindergarten through third-grade, expounding on what children should be able to do by the end of each grade level and what to look for in each grades' classroom. Both booklets contain helpful terms, suggested reading, and additional resources.

Also: Separate brochures are offered for policymakers and school administrators. The former reviews the components of effective reading instruction and offers guidelines to ensure that it is used in schools. The latter provides an



overview of instructional priorities related to reading. FOR MORE INFORMATION, PLEASE GO TO <http://www.nifl.gov/partnershipforreading/>. ☺

Special Education Program Assessment and Buros

By: Dawn Smith

Special Education Program assessment staff have worked out a consultant contract with the Buros Center for Testing to:

- 1) Conduct an examination of the alignment of the alternative academic content standards with the State's academic content standards in Reading, Writing, Mathematics, Science and Social Studies,



- 2) Conduct a review of the S.T.A.A.R.S. testing program by psychometricians, they will recommend ways to improve the technical quality and reporting, and
- 3) Conduct a standard setting workshop to set performance level expectations for the S.T.A.A.R.S. assessment in reading and math.

The Title I Regulation on Alternate Achievement Standards Questions and Answers document can be found at <http://www.state.sd.us/deca/TA/basic/index.htm> under Sec. 1111 State Plan, which talks about the 1% cap rule as well as other issues. ☺



New Resource Provides Superintendents With Key Information About No Child Left Behind

A new toll-free information resource provides superintendents with key information about the historic education reform law, *No Child Left Behind*, U.S. Secretary of Education Rod Paige announced today.

The new resource line—1 (888) NCLB-SUP, or 1 (888) 625-2787—offers information about all facets of the *No Child Left Behind Act*, including accountability and measuring school progress, supplemental educational services such as tutoring, public school choice options, Reading First grants that help students learn to read at an early age, and details on the highly qualified teachers provisions of the law.

"Superintendents are on the frontlines of implementing *No Child Left Behind*, and having walked in their shoes, I know firsthand many of the challenges they face," said Paige, who himself was a superintendent before becoming secretary. "This new resource is a one-stop shop that gives superintendents prompt assistance so that they can more effectively implement *No Child Left Behind*, thus turning the president's and Congress' vital vision of a quality education for every child, in every school into a reality. Now the answers to superintendents' questions are just a phone call away."

By calling the information line, superintendents have a direct link to the U.S. Department of Education for targeted, quick and concise responses to questions about NCLB. The information line is staffed weekdays from 8 a.m. to 5 p.m. EST. During off-hours, or when the lines are busy during the week, superintendents will be able to leave messages. They also may send e-mail inquiries to NCLBSUP@ed.gov. Staff will ensure that all issues are addressed as quickly as possible.

No Child Left Behind is designed to change the culture of America's schools by closing the educational achievement gap, offering more flexibility, giving parents more options and teaching students based on what works.

Under the act's strong accountability provisions, states must describe how they will close the achievement gaps and make sure all students, including those who are disadvantaged, achieve academic proficiency. In addition, they must produce annual state and school district report cards that inform parents and communities about state and school progress. ☺

Title I Services to Private Schools

By: Diane Lowery

USDOE has published a guidance document concerning services to private schools. The guidance document is not binding but does help to clarify the statute and regulations. The guidance can be found at:

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>

The guidance addresses consultation, equitable services, parent involvement, professional development, and other pertinent information. It is suggested that all districts with accredited private schools within their district spend time in reviewing the statute, regulations, and guidance before meeting with their private school officials this winter.

Question A-6 of the guidance answers this question: What are the regulatory requirements for consultation?

Under 200.63 of the Title I regulations consultation must, at a minimum, address the following issues:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with §200.10 and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services.
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
- The equitable services the LEA will provide to teachers and families of participating private school children.

Consultation must be an ongoing process with multiple meetings. The consultation must start prior to making decisions about Title I services and staff, must continue through implementation of the services, and must also include consultation during the evaluation of the Title I services provided. This indicates at least three meetings each year between LEA and private school officials. It would be appropriate to begin discussions about next year's services soon, well before decisions are made about the consolidated application. A unilateral offer of services by an LEA with no opportunity for discussion is not adequate consultation.

DOE will provide further information about services to private school children once district staff have had time to review the relatively new guidance document. ☺



**NATIONAL TITLE I
CONFERENCE 2004**
New Orleans, Louisiana
Feb 7-10, 2004

This year's conference theme, *Closing the Gap One Step at a Time*, will focus on different issues in the home, classroom, school, district, and state. Participants will register for their focus area to receive more than ten hours of certified professional development.

The national Title I conference will be held in New Orleans, February 7 – 10, 2004. Only 2,000 attendees will be accepted due to space limitations. Registration and hotel reservation deadline is December 31, 2003.

For more information visit <http://www.aplusevents.com/T04/index.html>, call 1-800-256-6452 or email titlei@aplusevents.com. ☺



State Education Agency Consolidated Report

The SEA Consolidated Report Part I was submitted to USDOE in December 2003. The report is available on the department's website at: <http://www.state.sd.us/deca/NCLB/state.htm> called NCLB Performance Report Part I. Part II of the report is expected to be completed this spring. ☺



By now school district staff should have completed the new Title I and Title III requirements on the identification of students in the district who are suspected of being limited English proficient (LEP). The process used for identification of LEP students has been in place for two school years and focuses on locating those students in your district whose English language proficiency impacts their ability to successfully achieve in the classroom and participate fully in society.

In South Dakota most of the students identified as LEP are Native American, refugee, immigrant, or Hutterite students. Last year we identified approximately 3400 LEP students in South Dakota's public school districts.

In a few weeks we will begin the second phase of the LEP testing program. All public school students identified as LEP in grades

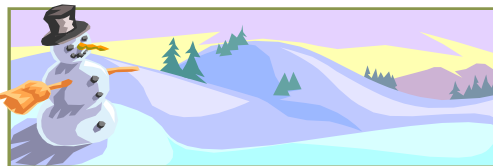
K-12 must annually participate in a test to measure progress in the acquisition of English language skills. The test designated by the South Dakota Department of Education (DOE) as its annual test of progress is the Stanford English Language Proficiency (SELP) test. Last year was the first year for administration of the SELP in South Dakota.

This year the annual test of progress, the SELP test, will be administered during February 2 - 20, 2004. The test window was moved so that it did not overlap the administration of Dakota STEP. Harcourt Assessment will deliver SELP materials to your district about January 19, 2004. The materials will include Pre ID labels for the students you have identified as LEP on the SIMSNet data base. The Pre ID labels will need to be attached to the appropriate grade level of SELP test. For those districts who have not appropriately coded LEP students on their

SIMSNet, tests will have to be ordered directly from Harcourt. Information on that process will be included in your test packets.

Since the SELP is a relatively new test for South Dakota schools, DOE will again be providing test workshops on administration of the SELP. The test workshops will be held in mid-January, 2004. We will locate the workshops in Rapid City, Huron and Sioux Falls, SD. Conference rooms and times have not yet been finalized. Information on these workshops will be sent to each district in the state as soon as details are available. The workshops should be attended by at least one of the staff people in your district who will be responsible for administration of the SELP.

If you have any questions regarding the LEP identification and annual progress testing processes, please contact Jerry Meendering at phone number 605.773.4437; email jerry.meendering@state.sd.us .☺



Federal monitoring

By: Diane Lowery

U.S. Department of Education staff will visit SD to conduct its Title I monitoring review March 22-26, 2004. They will start by visiting a couple of districts, most likely those with a school(s) in school improvement. They will finish the week on-site at the department. The three main areas of interest are: accountability, instructional support, and fiscal issues. District personnel will be notified once the districts have been selected for the visit. More information will be shared after the visit.☺

Schoolwide Schools

By: Beth Schiltz

South Dakota currently has 118 schools operating schoolwide programs. Schools with 40% or more of its children from low-income families qualify to operate schoolwide Title I programs. To become a Title I schoolwide program, a school must complete a year-long planning process. Currently we have 12 schools going through this process.

What are the advantages of becoming a schoolwide school? All students in a schoolwide program are considered Title I students therefore qualifying all students for extra help if they need it. The format and type of services provided may also vary in a schoolwide program. A schoolwide school has more flexibility in using its resources. Schoolwide programs promote a cohesive educational program for students and encourage strong parental involvement. Those schools that operate schoolwide programs advocate the use of schoolwide programs flexibility for all schools that qualify to operate such programs.☺



Updates at HelpforSchools.com !

The Region VII Comprehensive Assistance Center at the University of Oklahoma and its partner Northrop Grumman Information Technology are pleased to announce new updates at www.helpforschools.com.

Assuring meaningful access for limited English proficient students and their parents is a critical requirement schools face. A new document addressing those requirements has been added to the ELL KnowledgeBase (see link at bottom of this message). The Assuring Meaningful Access document brings together information on the Tucson USD/OCR Agreement, resources from the Federal Interagency Working Group on LEP and useful worksheets to self assess policies and practices.

There is much to keep up with on the School Improvement front which the School Improvement KnowledgeBase aims to do. New resources added address Parent-School Compacts, Small Learning Communities in High Schools, an update of the Making AYP document to include ED's special education flexibility provisions and a link to ED's new guide on Identifying and Implementing Educational Practices Supported by Rigorous Evidence. All of this relates to change and in the Accomplishing Change document we offer insights from school principals implementing change in their schools along with supporting resources on building a trusting environment.

Many of the Departments and Agencies of the Federal Government maintain web sites for educators with information for instructional purposes. At Education on the Web these web sites are compiled in a category for Federal Agencies. The Department of Agriculture for instance has sites offering information on child nutrition, food safety, the forest service, information for children on agricultural research and the department's web site for children. Links to other agencies offer many useful web sites for educators and students to visit. To see what is available explore the Federal Agencies category at Education on the Web.

Education on the Web also has resources for the classroom to help you celebrate the lives and accomplishments of Martin Luther King Jr. and our

Presidents in February. February is also a time to explore one's heart. Explore the human heart with resources from Education on the Web.

Virtual Tour Teleconferences are an easy way to learn more about any of the KnowledgeBases. To schedule a virtual tour click on the Virtual Tour sign up link below. On-line sign-up is simple and quick.

As always we encourage you to disseminate this information as you deem appropriate.

Links to Updates

Assuring Meaningful Access -

http://www.helpforschools.com/ELLKBase/legal/Assuring_Meaningful_Access.shtml

Parent/School Compacts -

<http://www.helpforschools.com/sikb/policies/ParentSchoolCompacts.shtml>

Small Learning Communities in High Schools -

http://www.helpforschools.com/sikb/reference/small_learning_communities.shtml

Making AYP -

http://helpforschools.com/sikb/legal/AYP_Making.shtml

Accomplishing Change -

http://www.helpforschools.com/sikb/reference/accomplishing_change.shtml

Educational Resources from Federal Agencies -

http://www.helpforschools.com/cgi-bin/directory.pl?Category=Federal_Agencies

Martin Luther King Jr. -

http://www.helpforschools.com/cgi-bin/directory.pl?Category=King_Martin_Luther

President's Day -

http://www.helpforschools.com/cgi-bin/directory.pl?Category=The_Presidents

Human Heart - http://www.helpforschools.com/cgi-bin/directory.pl?Category=Human_Anatomy

Virtual Tour Sign Up -

<http://www.helpforschools.com/signup.shtml> ©

Title I Students Coded

Title I targeted assistance schools need to make sure that all Title I students are marked in the SIMS (Student Information Management System). This will allow us to generate the reports we need for our federal reporting. By marking those students in the SIMS program we have been able to do away with a lot

of the paper work that was previously required.

So become friends with the SIMS person in your district and find out if your students have been marked. If your SIMS coordinator needs help with coding these students, contact Jolene Brakke at Jolene.brakke@state.sd.us or

call 773-4727.

If you are a Title I **schoolwide** school, your students will automatically be marked at the end of the school year. If you are not sure if you are a Title I Schoolwide school, contact Beth Schiltz at beth.schiltz@state.sd.us or call 773-4716. ©

The Nation's Report Card

By: Stephanie Weideman

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative, continuing assessment of what America's students know and can do in various subject areas. Since 1969, periodic assessments have been conducted in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

Who is assessed?

A significant change to state NAEP occurred in 2001 with the reauthorization of the Elementary and Secondary Education Act, also referred to as the *No Child Left Behind Act*. This legislation requires states who receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years.

South Dakota students participated in state NAEP for the first time in 2003. The NAEP assessment was administered to a stratified random sample of fourth and eighth grade students. In South Dakota, 12,207 students were tested during January, February and March 2003. NAEP representatives administered the tests at the students' local schools.

How is the test designed?

NAEP is administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education. The

assessments follow the subject area frameworks developed by the National Assessment Governing Board (NAGB) and use the latest advances in assessment methodology. Test questions are both multiple choice and constructed response. The test takes approximately 90 minutes of the student's time. NAEP is a voluntary assessment, parents can choose not to have their children participate and students can refuse to answer assessment questions.

What about scores?

NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., male students or Hispanic students). South Dakota can compare its NAEP results to those of the nation or any other state or jurisdiction that participated in the assessment. *We cannot* compare NAEP scores to Dakota STEP scores because they are two completely different assessments; NAEP measures the content area frameworks developed by NAGB, whereas Dakota STEP specifically measures South Dakota's state content standards.

Here is a snapshot of South Dakota's first-ever NAEP scores, all higher than the national averages.

4th Grade	South Dakota	National Average
Reading	222	216
Math	237	234

8 th Grade		
Reading	270	261
Math	285	276

*NAEP scores range from 0 to 500.

Subgroup big pictures:

- 4th and 8th grade students in South Dakota who were eligible for free/reduced price school lunch had an average score that was significantly higher than that for the nation's public schools in both reading and mathematics.
- 4th and 8th grade students in South Dakota who were identified as having a disability had an average score that was significantly higher than that for the nation's public schools in both reading and mathematics.
- 4th and 8th grade students in South Dakota identified by school records as being White had an average score that was higher than that of South Dakota American Indian students in both reading and mathematics.

Resources

- NAEP Data Tool (<http://nces.ed.gov/nationsreportcard/naepdata/>) - Provides tables of detailed results from previous NAEP assessments. The data are based on information gathered from the

(continued on page 9)

Just Released!

USDOE just released guidance for District and School Improvement. The document is 45 pages long and can be found on the web at: <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf> .©

Supplemental Services

By: Beth Schiltz

(The Nation's Report Card - continued from page 8)

students, teachers and schools that participated in NAEP. No data are available for South Dakota prior to 2003 due to nonparticipation. Reading and mathematics data from 2003 will be available on November 13.

- ♦ NAEP Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrls/>) - Provides easy access to NAEP questions, student responses and scoring guides that are released to the public.
- ♦ Demonstration booklets (<http://nces.ed.gov/nationsreportcard/about/booklets.asp>) - Contain descriptions of each assessment, assessment directions, background questionnaires and sample questions.
- ♦ Frameworks (<http://nces.ed.gov/nationsreportcard/frameworks.asp>) - Provide the theoretical basis for the assessment, and specific direction for what kinds of knowledge and skills should be assessed, how the exercises should be designed and how student responses should be scored.
- ♦ Nation's Report Card website (<http://nces.ed.gov/nationsreportcard/>)
- ♦ State NAEP website <http://www.state.sd.us/deca/OCTA/testing/NAEP/index.htm> .☺

SEA Consolidated Report

The SEA Consolidated Report Part I was submitted to USDOE in December 2003. The report is available on the department's website at: <http://www.state.sd.us/deca/NCLB/LB/state.htm> called NCLB Performance Report Part I. Part II of the report is expected to be completed this spring. ☺

Many of you may have heard the terms "Supplemental Educational Services" or "Supplemental Service Provides" and aren't sure what this is or how it affects you.


Supplemental Educational Services are tutoring services provided before school, after school, or during the summer to low-income students in **Title I schools that are in Level 2 or higher of school improvement.** Supplemental service providers have to be approved by the South Dakota Department of Education to be placed on the list of approved providers. Parents choose which provider will be best for their student, but it is the school that enters into the contract with the provider and pays for these services.

The purpose of supplemental educational services is to provide another avenue for students to get more help in the areas in which they are struggling. Again, these services are not to be provided during the school day.

A list of the approved providers can be found at <http://www.state.sd.us/deca/TA/basic/> . Several of these providers are online providers. For more information about Supplemental Educational Services contact Beth Schiltz at

beth.schiltz@state.sd.us or call 773-4716.☺





NATIONAL CONFERENCE ON FAMILY LITERACY
STRONG PROGRAMS, STRONG FAMILIES
 Excellence Through Professional Development

Monday, March 1 – Wednesday, March 3, 2004
Disney's Coronado Springs Resort, Florida

If you work in Even Start, Head Start, Adult Education, Title I, Early Childhood Education, ESL Programs, Library Services, GED or Adult Basic Education, Parent Education, or other family-focused programs, this is the one national conference you won't want to miss.

Each spring, NCFL presents the premier national conference on family literacy. Drawing more than two thousand professionals from the literacy, research and policy fields, the National Conference on Family Literacy is an unparalleled professional development opportunity. Read more about this year's upcoming National Conference: **Strong Programs, Strong Families: Excellence Through Professional Development.**

For more information visit <http://www.familit.org/Conference/index.cfm> or call 1-877-FAMILIT-1. ☺



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Email: james.hauck@state.sd.us



Title I Email Directory

If you would like to have your name on the Title I Email Directory, submit your name, agency, and email address to Julie Elrod at julie.elrod@state.sd.us.

VISIT US ON THE WEB!!
<http://www.state.sd.us/deca/ta>

